Beginning the climb toward equity

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Tools for assessing and managing social and emotional risk
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Base Camp

Internal/Individual Work
The Climb

Institutional Work
The Summit

Influencing the Industry
Base Camp

Internal/Individual Work
Picture this

After scrubbing down, a surgeon walks into surgery for a routine appendectomy. The surgeon greets the patient and the surgical team, tells the patient about the process of the surgery, and then instructs the anesthesiologist to begin the anesthesia process. A surgical nurse assists in the anesthesia process while another continues to organize the surgical instruments. Once the patient is fully under, the surgeon turns to one of the nurses and says, “let’s get started. Scalpel please.”
Picture This

The bikers didn’t realize when they started their nearly 2,000 mile journey from Missoula that they would have to deal with hail and 8 foot snow drifts. They were a self-sufficient unit, each individual carrying their own rations, cookware, tent, and other necessities. But after crossing the Yellowstone and Little Bighorn rivers, they were tired and hungry, and only half way to St. Louis, where their bike trek would end. And they still hadn’t gotten to the grueling 200-mile trek through Nebraska’s notorious sand hills.
Discuss

In your mental picture:
- What race was the surgeon?
- What gender was the surgeon?
- What race was the nurse?
- What gender was the nurse?
- What race were the bikers?
- What gender were the bikers?
- For what purpose were the bikers riding?
Unconscious Bias

Unconscious assumptions or judgments we make every day based on our prior experiences, identities, and culture.
Tips & Tools

1. Be willing to uncover and grapple with your biases (check out the Implicit Association Test)
2. Engage in difficult conversations, call people in, & be willing to be uncomfortable
3. Expose yourself to a diversity of voices, perspectives, and thoughts
4. Focus on impact, not intent, as hurtful behavior is not always intentional
BE WILLING TO UNCOVER AND GRAPPLE WITH YOUR BIASES
(check out the Implicit Association Test)
ENGAGE IN DIFFICULT CONVERSATIONS, CALL PEOPLE IN, & BE WILLING TO BE UNCOMFORTABLE
EXPOSE YOURSELF TO A DIVERSITY OF VOICES, PERSPECTIVES, AND THOUGHTS
FOCUS ON IMPACT, NOT INTENT, AS HURTFUL BEHAVIOR IS NOT ALWAYS INTENTIONAL
The Climb

Institutional Work
Physical v. Emotional Risk

Physical Risk
- Injury
- Illness
- Environmental Hazard

Emotional Risk
- Social exclusion
- Relationship to trauma
- Relationship to environment

**level of integration**

Physical and Emotional are Separate . . .

Physical and Emotional are Separate but intertwined . . .

Physical and Emotional are the Same . . .
Physical Risk

Injury

Illness

Environmental Hazard
Emotional Risk

Social exclusion  Relationship to trauma

Relationship to environment
Physical and Emotional are Separate . . .
Physical and Emotional are Separate but Intertwined . . .
Physical and Emotional are the Same . . .
Bulls Eye Risk Management Tool

1. Representation of staff & staffing practices
2. Staff cultural competency and emotional risk management training
3. The application/registration/enrollment experience
4. Medical forms forms
5. Orientation and gear
6. Hygiene and bathroom policies
7. Lodging/tent policies
8. Program Structure (location, timing, length, activities, outcomes)
9. Curriculum (formal and informal)
10. Feedback systems/support
Instructions

Split into 6 Large Groups: each group will take on a specific identity for this activity
  • English Language Learners
  • Black, Indigenous, and People of Color
  • People with disabilities or different abilities (physical or cognitive)
  • Queer Identities
  • Immigrant and/or Refugee Identities
  • Non-Christian Religious Affiliation

Find a partner or trio within your large group
  • Review Bulls Eye Tool and 10 categories
  • Mark where your organization/company is on the bulls eye as it pertains to your identity group

For all GREEN categories (i.e., where you are doing well as an organization), mark the number and why on butcher paper
Some Tips and Tools
more available online at https://bit.ly/2NDtC7o

1. Representation of staff & staffing practices
   - Recruit and retain staff who hold marginalized identities.
   - Make sure participants can see their marginalized identities reflected on their passport, team.
   - Don’t assume staff with marginalized identities are culturally competent.
   - Make sure team builds so the instructor team knows how to work across difference.

2. Cultural competency & emotional risk management training
   - Make training a regular part of staff onboarding.
   - Ensure training includes topics such as unconscious bias, identity, privilege, and power, toxic masculinity, and tools for staff to be safe.
   - Train staff in psychological risk management.

3. Application/registration/ enrollment experience
   - Be sure your main marketing material states and visualizes your values as they relate to D&I (this is beyond an EEOC statement).
   - Create concise forms with only necessary information that are available in multiple languages and mediums (e.g., not just on the form).
   - Provide options to fill in demographic information (e.g., race/ethnicity, gender identity, and more).

4. Medical forms & screening
   - Create consistency around gender identity language throughout and across various forms.
   - Include emotional and mental health and be sure to tell how to participate and caregivers that participants will not be named away due to emotional/mental health issues (if that’s true).
   - Be cognizant of traditional medical protocols, which often fail to distinguish between gender identity and biological sex.

5. Orientation & gear
   - Avoid assumptions about experience based on race/ethnicity, gender, class, etc.
   - Include a variety of styles and sizes to honor racial body shapes, headcoverings, etc.
   - Avoid using labels if you must be sure to explain what it means.
   - Carry hair and skin care products for all participants, including culturally specific hair and skin care products (e.g., sunscreen for pigmented skin, natural hair, and more).

6. Hygiene & bathroom policies
   - Provide bathroom, shower, and changing room privacy both in town and on the field.
   - Identify whether the bathrooms are gendered or gender neutral.
   - Provide information on background hygiene to all participants irrespective of gender.

7. Lodging & tent group policies
   - Identify from the beginning the structure of the sleeping policies for your program.
   - If you do have single-gender sleeping arrangements, do so with intention and be prepared to provide support to just LGBTQ students regarding these arrangements.

8. Program Structure (location, timing, length, activities, outcomes)
   - Consider a broader definition of “outdoors” for programs.
   - Consider single-identity programs for participants with marginalized identities (e.g., indigenous youth group, women of color group, LGBTQ group, Latinx youth group, LGBTQQ+ group, etc.)
   - Familiarize yourself/enable to change program structure/activities based on the group.

9. Curriculum (formal lessons & informal activities)
   - Make sure that participants can relate to the lessons you are teaching them.
   - Consider all connections to the outdoors.
   - Don’t assume that all participants need challenges, need adult involvement, or learn self-sufficiency.
   - Consider opportunities for participants to showcase their unique outdoor skills, such as wilderness skills, self-efficiency.
   - Acknowledge the need to educate participants on wilderness history and preserve.

10. Feedback systems & support
    - Conduct frequent informal check-ins with participants (like on the trail).
    - Have them keep check-ins as a tool to provide feedback and grow over the participants. Give them the tools to build rapport.
    - Challenging participants? Play your mind card that this is not the end of the trail-engage participants, it’s only challenging situations. Take advantage.
    - Encourage them to use feedback tools but be mindful environments can contribute to the issue at hand.
    - Consider implementing an inclusion incident module.
1. **Representation of staff & staffing practices**

- Recruit and retain staff who hold marginalized identities.
- Make sure participants can see their marginalized identities reflected on their instructor team.
- Don't assume staff with marginalized identities are culturally competent.
- Make sure to team build so the instructor team knows how to work across difference.
2. Cultural competency & emotional risk management training

- Make training a regular part of staff onboarding.
- Ensure training includes topics such as unconscious bias, identity, privilege and power, toxic masculinity, and tools for staff to be allies.
- Train staff in psychological risk management.
3. Application/registration/enrollment experience

- Be sure your main marketing materials state and visualize your values as they relate to DEI (this is beyond an EEOC statement).
- Create concise forms with only necessary information that are available in multiple languages and mediums (e.g. not just online).
- Provide option to fill in demographic information (e.g. race/ethnicity, gender identity, and more).
4. Medical forms & screening

- Create consistency around gender identity language throughout and across various forms.
- Include emotional and mental health and be sure to indicate to participants and caregivers that participants will not be turned away due to emotional/mental health issues (if that's true).
- Be cognizant of traditional medical protocols, which often fail to distinguish between gender identity and biological sex.
5. Orientation & gear

- Avoid assumptions about experience based on race/ethnicity, gender, class, etc.
- Include a variety of styles and sizes to honor myriad body shapes, hairstyles, head coverings, etc.
- Avoid using lingo; if you must, be sure to explain what it means.
- Carry hair and skin care products for all participants, including culturally specific hair and skin care products (e.g., sunscreen for pigmented skin, natural hair, and more).
6. Hygiene & bathroom policies

- Provide bathroom, shower, and changing room privacy both in town and in the field.
- Identify whether the bathrooms are gendered or gender neutral.
- Providing information on backcountry hygiene to all participants irrespective of gender.
7. Lodging & tent group policies

- Identify from the beginning the structure of the sleeping policies for your program.
- If you do have single-gender sleeping assignments, do so with intention and be prepared to provide support to not just LGBTQ students regarding these arrangements.

- Consider “on-campus living as a support and not as a way of life”.
- Consider publishing a gender-neutral policy (example: “Languages of Support” or “LGBTQ Center”).
- Regularly check on students and offer support.
8. Program Structure (location, timing, length, activities, outcomes)

- Consider a broader definition of “outdoors” for programs.
- Consider single identity programs for participants with marginalized identities (e.g., indigenous/tribal group, woman/girls-only group, Latinx-only group, LGBTQ course, etc.)
- Remain versatile/nimble/flexible to change program structure/activities based on the group.
9. Curriculum (formal lessons & informal activities)

- Make sure that participants can relate to the lessons you are teaching them.
- Consider all connections to the outdoors.
- Don’t assume that all participants need challenges, need to build resilience/grit, or learn self-sufficiency.
- Create opportunities for participants to showcase their already cultivated skills, such as resilience or self-efficacy.
- Acknowledge the land and educate participants on indigenous history and presence.
10. Feedback systems & support

- Conduct frequent informal check-ins with participants (like on the trail).
- Rather than using check-ins as a way to provide feedback and go over the participants' goals, use the early check-ins to build rapport.
- "Challenging" participants? Flip your mind set to, "there are no challenging participants, only challenging situations." This mindset encourages staff to think about how the social environment may contribute to the issue at hand.
- Consider implementing an inclusion incident tracker
QUESTIONS?

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